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ABSTRACT

A summary of pre-test data collected for the Arkansas needs assessment project is presented. This report reflects the results of a two-year study. The project includes assessment in all three learning domains: cognitive, affective, and psychomotor. The State of Arkansas was divided into three geographic areas, and participating districts were nominated on the basis of geographic location, racial make-up and size. Data collection in the cognitive domain was limited to the third and eighth grades. The SRA Achievement Series was used at both levels. In measuring the affective domain, the secondary level School Sentiment Index was employed. Assessment in the psychomotor domain was limited to students in the eighth and eleventh grades; testing for these students was done with the President's Council on Physical Fitness Test. Conclusions are given as related to the cognitive and affective domains. (CK)

1973

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State of Arkansas
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educational needs assessment 1972

STATE BOARD OF EDUCATION
ARKANSAS

DIVISION OF FEDERAL PROGRAMS
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FOREWORD

This report presents a summary of pre-test data collected for the Arkansas needs assessment project which is a two-year endeavor. Appreciation and thanks are extended to personnel in each of the participating school districts who have been involved and without their cooperation, this project could not be a reality.

This project complements a similar study conducted during the 1970-71 school year.

Mr. Charles D. Watson, Area Supervisor, Title III, ESEA, has been responsible for coordinating the project activities and preparing this report.

INTRODUCTION

The State Advisory Council for the Administration of Title III, ESEA, and the Arkansas Department of Education recognizes that the process of assessment of educational needs must be a continuous process. This particular project has been coordinated by the Title III Office of the Arkansas Department of Education with support from the Division of Planning and Evaluation and Guidance Services.

The basic procedures were developed by a coordinating committee of various representatives of the Arkansas Department of Education, approved by the State Advisory Council and the Director of Education. These ideas were incorporated into the operational state plan for the Administration of Title III, ESEA, for FY-72 which received approval from the United States Office of Education.

This procedure for conducting an educational needs assessment is an expansion of a pilot program conducted during FY-71 which has the learner as the principal focal point. Attention has been given to data collection and analysis which leads to the development of specific learner needs statements in each of the three learning domains--cognitive, affective and psychomotor. This report contains data that has been collected and was used to identify the presented needs.

Specific needs statements have been developed considering the following definition: A need will be considered the discrepancy between the desired learner outcome and his current status; consequently, a student need is the discrepancy between the desired level of student behavior and the current level of behavior.

This report reflects preliminary results of a two-year study. Pre-test scores in each of the learning domains are presented and projected needs are identified as a result of interpretation of this pre-test data. Post-test will be administered in a similar manner during the 1972-73 school year, after which a more comprehensive study of student progress will be made.

CHAPTER I

PROCEDURES

Preliminary planning for this study began January 8, 1971, with the incorporation of a committee appointed by Mr. Earl Willis, Associate Director for Planning and Evaluation. The following members composed the original committee:

Mr. Fay Bohannon, Coordinator, Title III, ESEA

Mr. B. F. Lever, Supervisor, Evaluation and Statistics

Mr. Clarence Morris, Coordinator, Title I, ESEA

Mr. LeRoy Pennington, Coordinator, Guidance Service

Mr. Omar Stevens, Coordinator, Planning and Evaluation

Mr. Charles Watson, Area Supervisor, Title III, ESEA

Initially the committee's task was to review the procedures and outcomes from the Needs Assessment project that was conducted during the school year 1970-71. This assessment was coordinated by the Title III Office of the Department of Education with EPIC Diversified Systems Corporation of Tucson, Arizona, contracting for the data analysis and final report.

A complete report of this study is available from the Title III Office of the Department of Education under the title -- Assessment Of Educational Needs In Arkansas, 1970-71.

After a lengthy study by the committee, a series of recommendations and proposals were made. In order to get a true picture of academic growth, a full year should lapse between pre- and post-testing. Hence, it was recommended that this project be conducted over a two-year period.

The committee's recommendations were adopted for the project and were approved by the Director of Education, the Title III State Advisory Council and the United States Office of Education.

The project includes assessment in all three learning domains:

Cognitive: A general achievement test battery was administered at the third and eighth grade levels.

Affective: An attitude inventory was adopted and administered to students at the eighth and eleventh grade levels.

Psychomotor: A physical fitness test was adopted and administered to students at the eighth and eleventh grade levels.

Post-testing in each of the above areas will be programmed for parallel dates during school year 1972-73.

Participating districts were nominated on the basis of geographic location, racial make-up and size--(population) of the district. These factors were to be included in the comparisons made as well as one additional factor -- Title I status.

The State of Arkansas was divided into three geographic areas. Area I included the mountainous Northern and Western section that has an almost homogeneous white population, most of which is rural (75 percent) and much is culturally isolated from the population centers of the State. Area II includes the eastern part of the State along the Mississippi River, which is frequently referred to as the Arkansas Delta region, and has many plantations. Ten counties in this area have school populations with Black majorities. The eighteen counties of this area are 64 percent rural and 36 percent urban. Area III includes the southern and central areas of

the State and contains the principal towns and urban centers (with only two or three exceptions). This area also contains sizable minority populations, although none as large as those in the eastern section of the State.

Considering the fact that there are only a few population centers that could be classified as urban, the following criteria was used to place schools in the small, medium or large category. Small schools have an average daily attendance (ADA) of less than 500 students in grades 1-12, medium schools have an ADA between 500 and 1,500 students in grades 1-12, and large schools have an ADA of greater than 1,500 students in grades 1-12.

With the Department's acceptance of the committee's recommendations, the major task of coordinating the implementation of the project was assigned to the Title III section. This assignment is consistent with the State Plan For The Administration Of Title III, ESEA, in that a basic function of that office is the conduction of such an assessment.

In any study of this nature, school selection is a very important factor. As was mentioned earlier, the committee identified the factors to be considered and named specific districts it felt was representative. A letter of invitation, explaining the project and requesting the school district's participation was mailed to each of the nominated school districts. Of the twenty-eight (28) public and one (1) private school districts invited to participate, only three refused. Replacements were secured for two of these districts.

The following tables identify the participating districts, as they are classified under two of the factors -- Area of State and Size of School.

TABLE I

PARTICIPATING SCHOOL DISTRICTS CLASSIFIED BY AREA OF STATE

Area I	Area II	Area III
Bergman	Dell	Arkadelphia
Charleston	DeValls Bluff	Blevins
Clinton	Luxora	Carlisle
Harrison	McGehee	Delight
Lamar	Monticello	Foreman
Magazine	Newport	Harmony Grove
Rogers	Wynne	Hope
Russellville		Hot Springs
*St. Joseph's		Nashville
St. Paul		Plum Bayou
		Pulaski County Special

TABLE II

PARTICIPATING SCHOOL DISTRICTS CLASSIFIED BY SIZE OF SCHOOL

Small	Medium	Large
Bergman	Carlisle	Arkadelphia
Blevins	Charleston	Harrison
Delight	Clinton	Hope
Dell	DeValls Bluff	Hot Springs
Harmony Grove	Foreman	Monticello
Magazine	Lamar	Newport
Plum Bayou	Luxora	Pulaski County Special
*St. Joseph's	McGehee	Rogers
St. Paul	Nashville	Russellville
		Wynne

*Private

Actual student data was collected using instruments supplied by the Department of Education. In each case, local districts provided the services of a person certified in test administration to be responsible for data collection. Specific procedures will be outlined in later chapters of this report which reflect results in each of the learning domains.

CHAPTER II

COGNITIVE DOMAIN

Data collection in the cognitive domain was limited to the third and eighth grades. The SRA Achievement Serier -- Grades 3-4, Form C, Reading, Language Arts and Modern Mathematics, was used at the third grade level and the SRA Achievement Series, Form E/Green Level Full Achievement Battery, was used at the eighth grade level. To insure that all persons administering the test at the local level had the same preliminary instructions and coding information, a workshop was conducted by the Title III Office staff and an SRA test consultant. In addition, the test consultant was available on request to conduct similar sessions in the local school district.

Scheduled testing dates that were established for the project were the second or third week of November. Test materials for this phase of the project were shipped to the local district directly from the test company. Upon completion of the testing, materials and answer sheets were returned to the company for scoring. Evaluated results were returned to the local district and to the Department of Education.

Specific objectives for the two-year period are the following:

1. Third grade students in selected school districts will increase their knowledge of language arts, reading and modern mathematics by at least one grade level as measured by pre-post administrations of the SRA Achievement Test Series.

2. Eighth grade students in selected school districts will increase their knowledge of reading, language arts, mathematics, social studies and science by at least one grade level between pre-post administrations of the SRA Achievement Test.

The following tables reflect pre-test results of third and eighth grade students. All scores are grade equivalent scores based on national norms established by SRA. In order to gain very specific and meaningful data from this Needs Assessment Program, needs will be identified by analyzing the data in a number of different categories using different factors.

I. Major Factors
   - A. School Size
     1. Small
     2. Medium
     3. Large
   - B. Geographic Area
     1. Area I
     2. Area II
     3. Area III

II. Minor Factors
   - A. Black-White
   - B. Title I-Non-Title I
   - C. Total Population

The third grade achievement test measures student responses in three major areas - language arts, reading and modern mathematics. Scores are reported in each of the following categories:

I. Language Arts
   A. Capitalization And Punctuation (CAPTL)
   B. Grammatical Usage (GRAMMAR)
   C. Spelling (SPELL)
   D. Total
II. Reading
   A. Comprehension (COMPHN)
   B. Vocabulary (VOCAB)
   C. Total
III. Modern Mathematics (MMUT)
IV. Composite Score (COMPST)

The eighth grade achievement test battery provides scores in each of the following areas:

I. Reading
   A. Comprehension
   B. Vocabulary
   C. Total
II. Language Arts
   A. Usage
   B. Spelling
   C. Total

III. Mathematics

A. Concepts

B. Computation

C. Total

IV. Social Studies

V. Science

VI. Use Of Sources

VII. Composite

ARKANSAS NEEDS ASSESSMENT PROJECT
ACHIEVEMENT TEST - 3RD GRADE
TOTAL POPULATION - AREA OF STATE

	CAPTL	GRAMMAR	SPELL	TOTAL	COMPHN	VOCAB	TOTAL	MMUT	COMPST	N
Area I	3.3	3.1	3.0	3.2	3.2	3.1	3.1	3.0	3.1	1034
Area II	3.2	3.0	3.1	3.1	3.1	2.9	3.0	2.8	3.0	857
Area III	3.0	3.0	3.0	3.0	3.1	3.1	3.0	3.0	3.0	1357
Total State	3.2	3.0	3.0	3.1	3.1	3.1	3.0	2.9	3.1	3248

ARKANSAS NEEDS ASSESSMENT PROJECT
ACHIEVEMENT TEST - 3RD GRADE
ETHNIC BACKGROUND - AREA OF STATE

		CAPTL	GRAMMAR	SPELL	TOTAL	COMPHN	VOCAB	TOTAL	MMUT	COMPST	N
Area I	B	2.6	2.0	2.6	2.4	1.8	1.7	1.6	2.3	2.3	10
	W	3.3	3.1	3.0	3.2	3.2	3.2	3.1	3.0	3.2	1024
Area II	B	2.9	2.5	2.9	2.8	2.7	2.5	2.5	2.4	2.7	305
	W	3.4	3.2	3.2	3.3	3.4	3.1	3.2	3.0	3.2	552
Area III	B	2.7	2.3	2.5	2.5	2.4	2.3	2.2	2.7	2.6	383
	W	3.2	3.3	3.1	3.3	3.3	3.4	3.3	3.1	3.2	974
Total State	B	2.7	2.4	2.7	2.6	2.5	2.4	2.4	2.6	2.6	698
	W	3.3	3.2	3.1	3.2	3.3	3.2	3.2	3.0	3.2	2550

B - Black

W - White

ARKANSAS NEEDS ASSESSMENT PROJECT
ACHIEVEMENT TEST - 3RD GRADE
TITLE I STATUS - AREA OF STATE

		CAPTL	GRAMMAR	SPELL	TOTAL	COMPHN	VOCAB	TOTAL	MMUT	COMPST	N
Area I	TI	2.6	2.2	2.2	2.4	2.3	2.3	2.3	2.5	2.5	294
	NTI	3.6	3.4	3.3	3.5	3.6	3.5	3.5	3.2	3.4	740
Area II	TI	2.8	2.5	2.8	2.7	2.6	2.4	2.4	2.4	2.6	300
	NTI	3.4	3.2	3.2	3.4	3.4	3.2	3.2	3.0	3.2	557
Area III	TI	2.6	2.3	2.4	2.5	2.5	2.5	2.4	2.7	2.6	480
	NTI	3.3	3.4	3.2	3.4	3.4	3.4	3.3	3.1	3.3	877
Total State	TI	2.7	2.4	2.5	2.5	2.5	2.4	2.3	2.6	2.6	1074
	NTI	3.4	3.3	3.2	3.4	3.4	3.4	3.4	3.1	3.3	2174

TI - Title I Students

NTI - Non Title I Students

ARKANSAS NEEDS ASSESSMENT PROJECT
ACHIEVEMENT TEST - 3RD GRADE
TOTAL POPULATION - SCHOOL SIZE

	CAPTL	GRAMMAR	SPELL	TOTAL	COMPH	VOCAB	TOTAL	MMUT	COMPST	N
Small	3.1	2.9	2.9	3.0	2.9	2.8	2.8	2.7	2.9	170
Medium	3.1	3.0	3.0	3.1	3.1	3.1	3.0	2.8	3.0	493
Large	3.2	3.0	3.0	3.1	3.1	3.1	3.0	3.0	3.1	2585
Total State	3.2	3.0	3.0	3.1	3.1	3.1	3.0	2.9	3.1	3248

ARKANSAS NEEDS ASSESSMENT PROJECT
ACHIEVEMENT TEST - 3RD GRADE
ETHNIC BACKGROUND - SCHOOL SIZE

		CAPTL	GRAMMAR	SPELL	TOTAL	COMPHN	VOCAB	TOTAL	MMUT	COMPST	N
Small	B	3.4	2.8	3.1	3.2	2.9	2.8	2.8	2.5	2.8	34
	W	3.1	2.9	2.8	3.0	2.9	2.8	2.8	2.8	2.9	136
Medium	B	3.0	2.7	3.1	3.0	2.8	2.7	2.7	2.5	2.8	130
	W	3.1	3.1	3.0	3.1	3.2	3.2	3.1	2.9	3.0	363
Large	B	2.7	2.3	2.6	2.5	2.4	2.3	2.2	2.6	2.6	534
	W	3.3	3.2	3.1	3.3	3.3	3.3	3.3	3.1	3.2	2051
Total State	B	2.7	2.4	2.7	2.6	2.5	2.4	2.4	2.6	2.6	698
	W	3.3	3.2	3.1	3.2	3.3	3.2	3.2	3.0	3.2	2550

B - Black Students

W - White Students

ARKANSAS NEEDS ASSESSMENT PROJECT
ACHIEVEMENT TEST - 3RD GRADE
TITLE I STATUS - SCHOOL SIZE

		CAPTL	GRAMMAR	SPELL	TOTAL	COMPHN	VOCAB	TOTAL	MMUT	COMPST	N
Small	TI	2.9	2.6	2.6	2.7	2.6	2.4	2.4	2.4	2.5	69
	NTI	3.3	3.1	3.0	3.2	3.1	3.1	3.0	3.0	3.1	101
Medium	TI	2.7	2.4	2.6	2.6	2.4	2.4	2.3	2.4	2.5	179
	NTI	3.3	3.3	3.3	3.4	3.5	3.4	3.4	3.0	3.3	314
Large	TI	2.6	2.3	2.5	2.5	2.5	2.4	2.3	2.6	2.6	826
	NTI	3.4	3.4	3.2	3.4	3.4	3.4	3.4	3.0	3.3	1759
Total State	TI	2.7	2.4	2.5	2.5	2.5	2.4	2.3	2.6	2.6	1074
	NTI	3.4	3.3	3.2	3.4	3.4	3.4	3.4	3.1	3.3	2174

TI - Title I Students

NTI - Non-Title I Students

ARKANSAS NEEDS ASSESSMENT PROJECT

ACHIEVEMENT TEST - 8TH GRADE

TOTAL POPULATION - AREA OF STATE

	COMPST	COMPHN	VOCAB	TOTAL	USAGE	SPELL	TOTAL	CONC	COMPST	TOTAL	SOC STUD	SCI	N
Area I	8.1	8.2	8.1	8.2	8.3	7.9	8.2	8.2	8.3	8.3	8.3	8.4	1185
Area II	7.0	7.0	6.7	7.0	7.0	7.1	7.1	6.9	7.5	7.3	7.2	7.1	835
Area III	7.9	7.8	7.8	7.9	7.9	7.7	7.9	7.9	7.9	8.0	7.8	7.8	1466
Total State	7.8	7.7	7.6	7.8	7.8	7.6	7.8	7.8	7.9	7.9	7.8	7.8	3486

ARKANSAS NEEDS ASSESSMENT PROJECT

ACHIEVEMENT TEST - 8TH GRADE

ETHNIC BACKGROUND - AREA OF STATE

		COMPST	COMPHN	VOCAB	TOTAL	USAGE	SPELL	TOTAL	CONC	COMPST	TOTAL	SOC STUD	SCI	N
Area I	B	5.7	5.0	5.2	5.1	4.8	6.5	5.6	5.5	6.6	6.2	5.0	5.1	5
	W	8.0	8.1	8.0	8.2	8.3	7.9	8.1	8.1	8.2	8.2	8.1	8.2	1187
Area II	B	5.4	5.2	5.0	5.1	5.4	6.1	5.7	5.2	6.0	5.7	5.5	5.4	286
	W	7.7	7.9	7.6	7.8	7.8	7.6	7.8	7.7	8.2	8.0	7.9	7.9	550
Area III	B	5.8	5.7	5.4	5.6	5.8	6.3	6.0	5.9	6.3	6.2	5.7	5.6	368
	W	8.5	8.6	8.5	8.6	8.6	8.2	8.4	8.6	8.5	8.6	8.5	8.4	1073
Total State	B	5.7	5.5	5.2	5.4	5.6	6.2	5.9	5.6	6.2	6.0	5.6	5.5	659
	W	8.1	8.3	8.1	8.3	8.3	7.9	8.2	8.2	8.3	8.3	8.2	8.2	2810

B - Black

W - White

ARKANSAS NEEDS ASSESSMENT PROJECT

ACHIEVEMENT TEST - 8TH GRADE

TITLE I STATUS - AREA OF STATE

		COMPST	COMPHN	VOCAB	TOTAL	USAGE	SPELL	TOTAL	CONC	COMPST	TOTAL	SOC STUD	SCI	N
Area I	TI	6.8	7.1	6.9	7.1	7.2	6.9	7.1	6.9	7.0	6.9	6.9	7.0	295
	NTI	8.4	8.5	8.4	8.5	8.6	8.2	8.4	8.5	8.6	8.6	8.5	8.6	897
Area II	TI	5.6	5.5	5.2	5.4	5.4	6.0	5.7	5.4	6.0	5.8	5.7	5.5	283
	NTI	7.7	7.8	7.4	7.7	7.8	7.6	7.7	7.6	8.2	7.9	7.8	7.8	553
Area III	TI	5.7	5.8	5.4	5.6	5.7	5.9	5.8	5.9	6.1	6.1	5.6	5.6	324
	NTI	8.4	8.4	8.3	8.5	8.5	8.2	8.4	8.5	8.4	8.6	8.4	8.3	1117
Total State	TI	6.0	6.1	5.8	6.0	6.1	6.3	6.2	6.1	6.4	6.2	6.1	6.0	902
	NTI	8.2	8.3	8.1	8.3	8.4	8.1	8.3	8.3	8.4	8.4	8.3	8.3	2567

TI - Title I Eligible Student

NTI - Non Title I Eligible Student

ARKANSAS NEEDS ASSESSMENT PROJECT

ACHIEVEMENT TEST - 8TH GRADE

TOTAL POPULATION - SCHOOL SIZE

	COMPST	COMPHN	VOCAB	TOTAL	USAGE	SPELL	TOTAL	CONC	COMPST	TOTAL	SOC STUD	SCI	N
Small	6.9	7.0	6.9	7.0	6.8	6.9	6.9	6.9	7.1	7.0	7.1	7.1	309
Medium	7.5	7.4	7.2	7.5	7.5	7.4	7.5	7.6	7.8	7.8	7.6	7.6	627
Large	7.9	7.9	7.8	7.9	8.1	7.8	8.0	7.9	8.0	8.0	8.0	8.0	2550
Total State	7.8	7.7	7.6	7.8	7.8	7.6	7.8	7.8	7.9	7.9	7.8	7.8	3486

ARKANSAS NEEDS ASSESSMENT PROJECT

ACHIEVEMENT TEST - 8TH GRADE

ETHNIC BACKGROUND - SIZE OF SCHOOL

		COMPST	COMPHN	VOCAB	TOTAL	USAGE	SPELL	TOTAL	CONC	COMPST	TOTAL	SOC STUD	SCI	N
Small	B	5.4	5.0	4.9	4.9	5.7	6.2	5.9	5.5	5.8	5.7	5.5	5.4	55
	W	7.1	7.4	7.2	7.4	7.1	6.9	7.0	7.2	7.4	7.3	7.4	7.3	243
Medium	B	5.7	5.5	5.3	5.4	5.7	6.2	5.9	5.6	6.2	6.0	5.8	5.6	151
	W	8.0	8.1	7.9	8.1	8.0	7.8	7.9	8.3	8.5	8.5	8.0	8.0	467
Large	B	5.7	5.6	5.2	5.4	5.6	6.2	5.9	5.7	6.2	6.0	5.6	5.5	453
	W	8.3	8.4	8.3	8.4	8.5	8.1	8.3	8.4	8.4	8.4	8.3	8.4	2100
Total State	B	5.7	5.5	5.2	5.4	5.6	6.2	5.9	5.6	6.2	6.0	5.6	5.5	659
	W	8.1	8.3	8.1	8.3	8.3	7.9	8.2	8.2	8.3	8.3	8.2	8.2	2810

B - Black

W - White

ARKANSAS NEEDS ASSESSMENT PROJECT

ACHIEVEMENT TEST - 8TH GRADE

TITLE I STATUS - SIZE OF SCHOOL

		COMPST	COMPHN	VOCAB	TOTAL	USAGE	SPELL	TOTAL	CONC	COMPST	TOTAL	SOC STUD	SCI	N
Small	TI	5.9	6.1	5.8	5.9	6.0	6.0	6.0	6.1	6.3	6.2	6.2	6.1	122
	NTI	7.4	7.6	7.4	7.6	7.4	7.3	7.4	7.4	7.7	7.6	7.6	7.5	176
Medium	TI	5.9	5.8	5.5	5.7	5.7	6.2	6.0	6.0	6.4	6.3	6.0	6.0	169
	NTI	8.0	8.1	7.9	8.1	8.1	7.8	7.9	8.3	8.5	8.5	8.0	8.0	449
Large	TI	6.1	6.2	5.9	6.1	6.2	6.3	6.3	6.1	6.4	6.3	6.0	6.0	611
	NTI	8.4	8.4	8.3	8.4	8.6	8.2	8.4	8.4	8.5	8.5	8.4	8.5	1942
Total State	TI	6.0	6.1	5.8	6.0	6.1	6.3	6.2	6.1	6.4	6.2	6.1	6.0	902
	NTI	8.2	8.3	8.1	8.3	8.4	8.1	8.3	8.3	8.4	8.4	8.3	8.3	2567

TI - Title I Eligible Student

NTI - Non Title I Eligible Student

CHAPTER III

AFFECTIVE DOMAIN

Assessment in the affective domain is relatively new in the field of education; hence, no precedents have been set. In the past few years, educators have undertaken the challenge to deal adequately with student and/or teacher attitudes. There are few instruments commercially available to be used on a large scale to measure change in attitude.

After reviewing some of the instruments available, the committee recommended that an instrument be developed or adapted that would measure student attitudes in the following categories:

I. Teacher
   - A. Mode Of Interest
   - B. Authority And Control
   - C. Personal Relationships

II. School Social Structures And Climate

III. General Acceptance

The secondary level School Sentiment Index, developed by Instructional Objectives Exchange (IOX) of Los Angeles, California, most nearly met the criteria. With some minor adaptations, this inventory was administered to eighth and eleventh grade students in the participating districts. Care was taken to keep the student responses confidential. To do this a student monitor was appointed for each class to collect the answer sheets and forward them to the scoring facility.

Because of the nature of this inventory, evaluation of the answer sheets was completed using hand scoring procedures. Results were then recorded on punched cards which were later fed into the computer for analysis.

The scheduled time for administration of this inventory was the same as for the achievement test -- the second or third week of November.

No performance objectives are stated for this domain in that standards for comparison are not available. It is the intent of this study to note changes in student responses and to collect data that would enable the statement of realistic expected behavioral changes.

Copies of the attitude inventory and the guidelines for its administration are included as attachments to this report.

The following tables reflect student responses in each of the categories previously outlined. Maximum positive responses in each area are the following:

TABLE I

Teacher				School Social		
Mode Of Interest	Authority And Control	Personal Relationships	Total	Structures And Climate	General Acceptance	Total
A	B	C		II	III	
17	12	12	41	19	23	83

Comparison can be made in each category. All numerical entires on the following pages represent mean scores for the respective areas. The percent (%) column shows the percentages of positive responses based on the total score.

ARKANSAS NEEDS ASSESSMENT PROJECT
ATTITUDE INVENTORY - 8TH GRADE - AREA OF STATE -
TOTAL POPULATION

	A	B	C	TOTAL	II	III	TOTAL	%	N
Area I	11.0	6.9	6.5	24.4	10.2	14.9	49.9	60%	125
Area II	10.0	6.8	5.9	22.7	8.8	14.1	45.6	55%	806
Area III	10.0	6.6	6.0	22.5	9.8	14.9	47.3	57%	1076
Total State	10.4	6.8	6.2	23.3	9.8	14.7	47.8	58%	3007

ARKANSAS NEEDS ASSESSMENT PROJECT
ATTITUDE INVENTORY - 8TH GRADE
TITLE I STATUS BY AREA OF STATE

		A	B	C	TOTAL	II	III	TOTAL	%	N
Area I	TI	10.8	7.0	6.5	24.3	10.0	14.7	49.0	59%	278
	NTI	11.0	6.9	6.5	24.4	10.3	15.0	49.7	60%	847
Area II	TI	10.3	7.1	6.4	23.6	9.1	15.0	47.8	58%	214
	NTI	9.9	6.6	5.7	22.2	8.7	13.6	44.5	54%	398
Area III	TI	9.7	6.5	5.9	22.1	9.6	15.2	46.9	57%	285
	NTI	10.0	6.6	6.0	22.7	9.9	14.8	47.4	57%	791
Total	TI	10.2	6.8	6.3	23.3	9.6	15.0	47.9	58%	777
	NTI	10.5	6.7	6.1	23.3	9.8	14.6	47.8	58%	2036

TI - Title I Eligible Student

NTI - Non Title I Eligible Student

ARKANSAS NEEDS ASSESSMENT PROJECT
ATTITUDE INVENTORY - 8TH GRADE
ETHNIC BACKGROUND BY AREA OF STATE

		A	B	C	TOTAL	II	III	TOTAL	%	N
Area	B	1[illegible]	7.1	6.7	23.9	9.4	13.9	47.1	57%	7
	W	11.0	6.9	6.5	24.4	10.3	14.9	49.6	60%	1118
Area II	B	[illegible].3	7.1	6.2	23.6	9.2	15.4	48.2	58%	230
	W	9.8	6.5	5.8	22.2	8.6	13.4	44.1	53%	382
Area III	B	9.5	6.7	6.0	22.1	9.7	15.6	47.5	57%	323
	W	10.2	6.5	6.0	22.7	9.9	14.6	47.2	57%	753
Total	B	9.9	9.6	6.1	22.8	9.5	15.5	47.8	58%	560
	W	10.5	6.7	6.2	23.5	9.8	14.5	47.8	58%	2253

B - Black

W - White

ARKANSAS NEEDS ASSESSMENT PROJECT
ATTITUDE INVENTORY - 8TH GRADE - SCHOOL SIZE
TOTAL POPULATION

	A	B	C	TOTAL	II	III	TOTAL	%	N
Small	10.5	6.7	6.4	23.7	10.3	14.8	48.8	59%	296
Medium	10.3	6.8	6.2	23.3	9.5	14.5	47.4	57%	642
Large	10.4	6.7	6.1	23.3	9.8	14.8	47.8	58%	2069
Total State	10.4	6.8	6.2	23.3	9.8	14.7	47.8	58%	3007

ARKANSAS NEEDS ASSESSMENT PROJECT
ATTITUDE INVENTORY - 8TH GRADE
TITLE I STATUS - BY SCHOOL SIZE

		A	B	C	TOTAL	II	III	TOTAL	%	N
Small	TI	10.5	6.7	6.2	23.3	10.1	15.1	48.6	59%	122
	NTI	10.6	6.8	6.6	24.0	10.4	14.5	49.0	59%	174
Medium	TI	10.5	7.1	6.6	24.2	9.4	15.2	48.8	59%	193
	NTI	10.2	6.7	6.0	23.0	9.5	14.3	46.7	56%	449
Large	TI	10.0	6.8	6.1	22.9	9.5	14.8	47.3	57%	462
	NTI	10.5	6.7	6.1	23.4	9.9	14.7	48.0	58%	1413
Total	TI	10.2	6.8	6.3	23.3	9.6	15.0	47.9	58%	772
	NTI	10.5	6.7	6.1	23.3	9.8	14.6	47.8	58%	2036

TI - Title I Eligible Student

NTI - Non Title I Eligible Student

ARKANSAS NEEDS ASSESSMENT PROJECT
ATTITUDE INVENTORY - 8TH GRADE
ETHNIC BACKGROUND BY SCHOOL SIZE

		A	B	C	TOTAL	II	III	TOTAL	%	N
Small	B	8.9	6.6	6.0	21.5	9.3	15.6	46.4	56%	54
	W	10.9	6.8	6.5	24.2	10.5	14.6	49.3	59%	242
Medium	B	10.7	7.2	6.6	24.5	9.4	15.6	49.5	60%	159
	W	10.2	6.7	6.1	22.9	9.5	14.2	46.7	56%	483
Large	B	9.6	6.7	5.8	22.2	9.6	15.4	47.2	57%	347
	W	10.6	6.7	6.2	23.5	9.8	14.6	48.0	58%	1528
Total	B	9.9	6.9	6.1	22.8	9.5	15.5	47.8	58%	560
	W	10.5	6.7	6.2	23.5	9.8	14.5	47.8	58%	2253

B - Black

W - White

ARKANSAS NEEDS ASSESSMENT PROJECT
ATTITUDE INVENTORY - 11TH GRADE - AREA OF STATE
TOTAL POPULATION

	A	B	C	TOTAL	II	III	TOTAL	%	N
Area I	11.0	7.1	6.8	24.9	10.2	14.6	49.7	60%	863
Area II	10.3	7.0	6.4	23.7	9.8	14.5	48.0	58%	492
Area III	10.4	7.1	6.5	24.0	9.5	13.9	47.5	57%	1254
Total State	10.6	7.1	6.6	24.3	9.8	14.2	48.3	58%	2609

ARKANSAS NEEDS ASSESSMENT PROJECT
ATTITUDE INVENTORY - 11TH GRADE - SCHOOL SIZE
TOTAL POPULATION

	A	B	C	TOTAL	II	III	TOTAL	%	N
Small	11.3	7.4	7.1	25.8	11.2	15.4	52.4	63%	202
Medium	10.5	7.0	6.4	23.9	10.1	14.0	48.0	58%	535
Large	10.5	7.1	6.6	24.2	9.6	14.2	47.9	58%	1872
Total State	10.6	7.1	6.6	24.3	9.8	14.2	48.3	58%	2609

CHAPTER IV

PSYCHOMOTOR DOMAIN

Assessment in the psychomotor domain was limited to students in the eighth and eleventh grades. Testing for these students using the President's Council on Physical Fitness Test was programmed for the third week of March, 1972.

Performance objectives adopted for this phase of the Assessment program are the following:

(1) At the completion of the eighth grade, students will display psychomotor skills equivalent to or above the average scores on the 1962 physical fitness norms established for that grade in Arkansas for the following tasks:

(2) At the completion of the eleventh grade, students will display psychomotor skills equivalent to or above the average scores on the 1962 physical fitness norms established for that grade in Arkansas for the following tasks:

1. Pull-ups (boys only)
2. Flexed-arm hang (girls only)
3. Shuttle run
4. Sit-ups
5. Broad jumps
6. Fifty-yard dash
7. Ball throw
8. Six-hundred-yard dash

The guidelines and task instructions were provided each school district. The participating districts provided the leadership necessary for administration of the test in their district. (Copies of these documents are provided as attachments to this report.)

Due to scheduling problems and differing physical education requirements in the local districts, it should be noted that not all schools who participated in the cognitive and affective assessment administered this test. Test administration was programmed for March since this data coincides with the 1962 norming dates for this instrument in Arkansas.

CHAPTER V

Conclusions

Need Statements are defined earlier in this report as discrepancies in student performance as compared to normal or projected levels of behavior. Upon consideration of the stated objectives of this project, Need Statements can only be written after post-testing has been completed. Hence, this writer is listing observations made from a detailed study of the data collected from pre-testing of students in those participating districts.

Cognitive

Grade 3

1. In Area II and Area III Black students scored from five to seven months behind White students in all areas of the achievement test.
2. Title I students in all areas of the state are six months to one year behind Non-Title I students in all sections of the achievement test.
3. No significant difference in achievement is apparent between Black and White students in small or medium size schools, but in the large school category, the White student performance level is six months to one year higher than that of Black students in each category of the achievement test.

Grade 8

1. There is no significant difference in student achievement in Areas I and III, but students in Areas II are approximately nine months behind students in the other two areas.

2. The small school grouping includes a private school-this total group scored nine months behind the state mean; however, on removal of this private school from the averaging, the mean of this group was 1.2 years behind the state mean score.

Affective Domain

In view of the fact that no precedent exists in this area and no behavior objectives have been written dealing with this topic the following observation is offered in lieu of Needs Statements. These observations point out some specific categories in which this writer feels apparent weaknesses exist.

1. No significant differences are apparent between responses of eighth and eleventh grade students.
2. In all areas evaluated, except one, the total attitude percentile score reflects less than a sixty percent positive response.
3. At the eighth grade level, percentiles scores in Category #2, School Social Structure and Climate, are significantly lower than the scores in the other basic categories.
4. Percentile scores in Category #3, General Acceptance, are highest of the three basic categories with approximately sixty-four percent positive responses.
5. Eighth grade students in Area II scored significantly lower in Category #2, School Social Structure and Climate, than did other groups of students.

A P P E N D I X

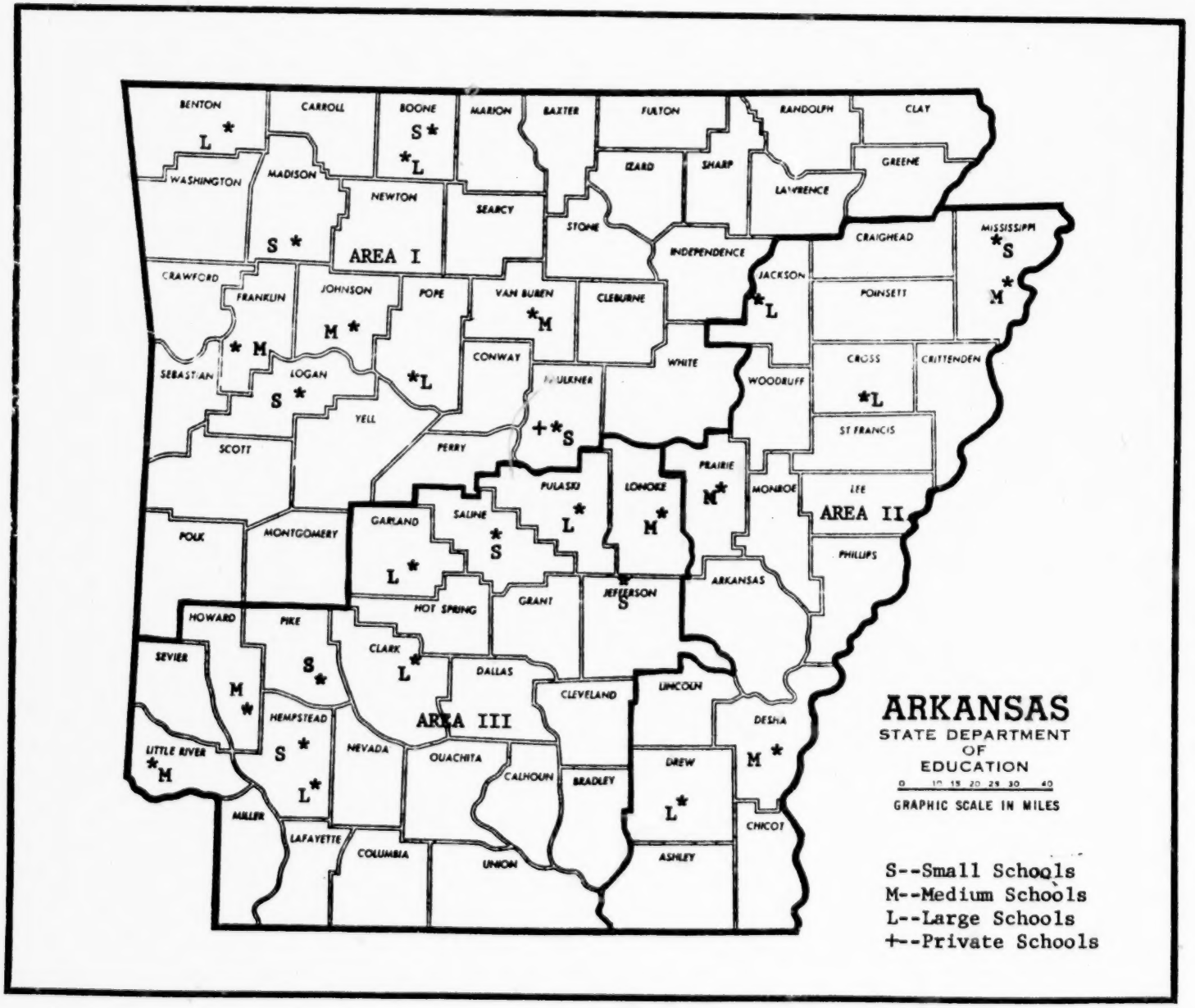
1. MAP

2. GUIDELINES FOR ADMINISTRATION - ARKANSAS NEEDS ASSESSMENT PROJECT ATTITUDE INVENTORY

3. ARKANSAS NEEDS ASSESSMENT PROJECT ATTITUDE INVENTORY AND ANSWER SHEET

4. GUIDELINES FOR ADMINISTRATION - ARKANSAS NEEDS ASSESSMENT PROJECT PHYSICAL FITNESS TEST

5. PHYSICAL FITNESS TEST AND DATA SHEET


BENTON
L
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BOONE
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MARION
BAXTER
FULTON
RANDOLPH
CLAY
WASHINGTON
MADISON
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AREA I
IZARD
SHARP
LAWRENCE
GREENE
STONE
INDEPENDENCE
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POINSETT
CRAWFORD
FRANKLIN
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JOHNSON
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POPE
L
VAN BUREN
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CLEBURNE
WHITE
CONWAY
FAULKNER
+S
WOODRUFF
CROSS
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CRITTENDEN
SEBASTIAN
LOGAN
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YELL
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SCOTT
ST FRANCIS
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L
LONOKE
M
PRAIRIE
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MONROE
LEE
AREA II
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MONTGOMERY
GARLAND
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SALINE
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ARKANSAS
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CLEVELAND
LINCOLN
DESHA
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HEMPSTEAD
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LITTLE RIVER
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NEVADA
OUACHITA
CALHOUN
BRADLEY
DREW
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CHICOT
MILLER
LAFAYETTE
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UNION
ASHLEY
ARKANSAS
STATE DEPARTMENT
OF
EDUCATION
0 10 15 20 25 30 40
GRAPHIC SCALE IN MILES
S--Small Schools
M--Medium Schools
L--Large Schools
+--Private Schools

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TM 003 302

GUIDELINES FOR ADMINISTRATION

ARKANSAS NEEDS ASSESSMENT PROJECT

ATTITUDE INVENTORY

The guidance counselor in each school will be in charge of testing. In those schools without a counselor, the local administrator will be in charge of testing or assigning a competent person to this responsibility. If an administrator feels the need for assistance, he may contact either the Title III office or the Division of Guidance, Counseling and Testing of the Department of Education. This person shall assume the same responsibility as provided by a regular counselor in a school, and will be responsible for the following things:

1. Arrange an appropriate place and time for testing.
2. Inform the superintendent, principal and teachers involved of the meaning and purpose of the testing program.
3. Provide sufficient instruction to students on what is expected from them. (These instructions are provided on the inventory.)
4. Inventories should be administered during either the first or second week of November.
5. The inventories are to be given only to eighth and eleventh grade students.
6. If a student is absent on the scheduled day for the test, this student misses the test, there will be NO make-up sessions.
7. The test administrator should emphasize to students that although their names are on the answer sheets, their individual responses will be confidential.
8. Please ask students not to write on the test booklets.
9. There is no time limit, however, students should be able to finish within an hour.
10. Counselors - or test administrators - will select a student monitor in each class or section to collect the answer sheets, place them in the envelope provided, seal the envelope, and give the envelope to the proper person for mailing to the Department of Education. Please return eighth and eleventh grade answer sheets in different envelopes.
11. The counselors will collect inventory booklets and unused answer sheets and mail to Charles Watson, State Department of Education, Little Rock, Arkansas 72201.

ARKANSAS NEEDS ASSESSMENT PROJECT

ATTITUDE INVENTORY

For each of the statements listed below you are asked to indicate whether you agree or disagree with the statement. On the answer sheet provided, if you agree with the statement darken the O in the "yes" column. If you disagree with the statement darken the O in the "no" column.

THERE ARE NO RIGHT OR WRONG ANSWERS, so please respond to each item as honestly as you can.

The papers will be collected by a student in the class, sealed in the envelope provided for the class and returned to the Department of Education. Your responses are held in strict confidence and are not available to your teachers at any time.

---

1. My teachers rarely discuss the grading standards for assignments and tests.
2. I do my best in school.
3. My teachers are interested in the things I do outside of school.
4. Each morning I look forward to coming to school.
5. My school has too many rules.
6. My teachers allow students some choice in what they study in class.
7. At times I feel rushed and nervous at school.
8. My teachers give assignments that are too difficult.
9. Students in this school are not very friendly.
10. My teachers try to make their subjects interesting to me.
11. I hate having to do homework.
12. My teachers are interested in what I have to say.

13. When I'm at school, I'm usually unhappy.

14. This school is run like a prison.

15. In most of my classes, individual students can choose assignments which are interesting to them.

16. If I did something wrong at school, I know I would get a second chance.

17. My teachers give assignments that just keep me busy.

18. I enjoy working on class projects with other students.

19. My teachers enjoy teaching their subjects.

20. I would rather learn a new sport than play one I already know.

21. My teachers are personally concerned about me.

22. School depresses me.

23. Whenever I'm called to one of the offices at school I feel upset.

24. I think there is too much pressure in school.

25. My teachers give me too much assigned work.

26. School is a good place for making friends.

27. My teachers are boring.

28. I like the challenge of a difficult assignment.

29. My teachers don't try to understand young people.

30. I stay home from school whenever I can.

31. My classes have too many students.

32. I'm very interested in what goes on at this school.

33. My teachers explain assignments clearly.

34. In school I have to memorize too many facts.

35. The main reason for going to school is to learn.

36. If I had a serious problem, I don't feel that I could discuss it openly with any of my teachers.

37. Students have enough voice in determining how this school is run.

38. My teachers encourage me to think for myself.

39. My teachers have been fair to me.

40. I usually don't get involved in many school activities.

41. My teachers won't give me any idea of what will be on their tests.

42. I really like most of the kids at this school.

43. My teachers do not allow me to be creative.

44. Teachers recognize my right to a different opinion.

45. I get tired of listening to my teachers talk all the time.

46. I attend many school events.

47. I like to talk to my teachers after class.

48. I think my teachers are too old fashioned.

49. I really feel I'm part of my school.

50. My teachers frequently show a lack of class preparation.

51. It is difficult for a new student to find friends here.

52. I have a good relationship with most of my teachers.

53. My favorite classes are those in which I learn the most.

54. I would like to go to school all year long.

55. Each September I look forward to the beginning of school.

56. Our school is so large, I often feel lost in the crowd.

57. I usually get the grade I deserve in a class.

58. My teachers are friendly toward the students.

59. I try to do good work in my class.

60. My teachers still respect me as a person even when I've done poorly on my school work.

61. I like school better than my friends do.

62. There's no privacy at school.

63. My teachers let me know what is expected of me.

64. My teachers encourage small group activity in the classroom.

65. My teachers grade me fairly.

66. There are many closed groups of students here.

67. My teachers like working with young people.

68. I often buy additional books with my own money.

69. My teachers are too concerned with discipline.

70. I liked school better when I was in elementary school than I do now.

71. At school other people really care about me.

72. If I thought I could win, I'd like to run for an elected student body office.

73. My teachers will discuss grade changes with me.

74. My teachers just don't care about students if they're not going to college.

75. I do more school work than just what is assigned by the teachers.

76. Teachers at my school cannot control their classes.

77. My teachers give me individual help willingly.

78. Lunch time at school is not fun.

79. My teachers are often impatient.

80. If I had the choice, I wouldn't go to school at all.

81. My teachers have "pets".

82. My teachers frequently waste too much time explaining unimportant details.

83. My teachers like for students to join in class discussion.

7M—10-71—66156—PP&SCo.

STUDENT ANSWER SHEET

My Name Is_____

BOY O GIRL O

	Yes	No		Yes	No		Yes	No
1.	O	O	29.	O	O	57.	O	O
2.	O	O	30.	O	O	58.	O	O
3.	O	O	31.	O	O	59.	O	O
4.	O	O	32.	O	O	60.	O	O
5.	O	O	33.	O	O	61.	O	O
6.	O	O	34.	O	O	62.	O	O
7.	O	O	35.	O	O	63.	O	O
8.	O	O	36.	O	O	64.	O	O
9.	O	O	37.	O	O	65.	O	O
10.	O	O	38.	O	O	66.	O	O
11.	O	O	39.	O	O	67.	O	O
12.	O	O	40.	O	O	68.	O	O
13.	O	O	41.	O	O	69.	O	O
14.	O	O	42.	O	O	70.	O	O
15.	O	O	43.	O	O	71.	O	O
16.	O	O	44.	O	O	72.	O	O
17.	O	O	45.	O	O	73.	O	O
18.	O	O	46.	O	O	74.	O	O
19.	O	O	47.	O	O	75.	O	O
20.	O	O	48.	O	O	76.	O	O
21.	O	O	49.	O	O	77.	O	O
22.	O	O	50.	O	O	78.	O	O
23.	O	O	51.	O	O	79.	O	O
24.	O	O	52.	O	O	80.	O	O
25.	O	O	53.	O	O	81.	O	O
26.	O	O	54.	O	O	82.	O	O
27.	O	O	55.	O	O	83.	O	O
28.	O	O	56.	O	O			

7M—10-71—66156—PP&SCo.

GUIDELINES FOR ADMINISTRATION

ARKANSAS NEEDS ASSESSMENT PROJECT

PHYSICAL FITNESS TEST

Enclosed are the materials to be used in the administration of the physical fitness portion of the Arkansas Needs Assessment Project. The following suggestions are offered for administration of the test:

1. The test should be given during the two-week period March 13 - March 24.

2. All eighth and eleventh grade students should participate. (For our records to be complete, please enter all eighth and eleventh grade students' names. If they are physically unable to participate, please indicate such on the data sheet.)

3. Please list all student data on the sheets provided. (For eleventh grade students, complete the "CODE" column using the following):

   Code

1	Black Title I student
2	Black Non-Title I student
3	White Title I student
4	White Non-Title I student

   It is not necessary to code eighth grade students in that this data is already in the computer.

4. We think it would be well if the regular physical education instructor administered the test. In those cases where this is not feasible, we will depend on your judgment to make adequate arrangements to get the testing done.

5. It is important that the person assigned to administer the test adhere to the guidelines outlined in the instrument as closely as possible.

6. When all testing has been completed, please return the Data Sheets in the stamped, self-addressed envelope to the Department of Education.

ARKANSAS NEEDS ASSESSMENT PROJECT

AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION AND RECREATION SEVEN BATTERY PHYSICAL FITNESS TEST

Pull-Ups (Boys)

Equipment: a bar, of sufficient height, comfortable to grip

Starting Position: Grasp the bar with palms facing forward; hang with arms and legs fully extended. Feet must be off floor. The partner stands slightly to one side of the pupil being tested and counts each successful pull-up.

Action:
1. Pull body up with arms until the chin is placed over the bar.
2. Lower body until the elbows are fully extended.
3. Repeat the exercise as many times as possible.

Rules:
1. The pull must not be a snap movement.
2. Knees must not be raised.
3. Kicking the legs is not permitted.
4. The body must not swing. If pupil starts to swing, his partner stops the motion by holding an extended arm across the front of the pupil's thighs.
5. One complete pull-up is counted each time the pupil places his chin over the bar.

Scoring: Record the number of completed pull-ups to the nearest whole number.

Flexed-Arm Hang (Girls)
(Use in place of pull-ups)

Equipment: Any bar adjustable in height and comfortable to grip, 1½ inches in diameter is preferred. A doorway gym bar can be used; if no regular equipment is available, a piece of pipe can serve the purpose. A stop watch is needed.

Action: The height of the bar should be adjusted so that it is approximately equal to the pupil's standing height. The pupil should use an overhand grasp. With the assistance of two spotters, one in front and one in back of the pupil, the pupil raises her body off the floor to a position where the chin is above the bar, the elbows are flexed, and the chest is close to the bar. The pupil holds this position as long as possible.

Rules: 1. The stop watch is started as soon as the subject takes the hanging position.

2. The watch is stopped when

a. pupil's chin touches the bar
b. pupil's head tilts backwards to keep chin above bar
c. pupil's chin falls below the level of the bar

Sit-Ups (Boys & Girls)

Equipment: Mat or floor

Starting Position: Pupil lies on his back with legs extended, feet about one foot apart. The hands, with fingers interlaced, are grasped behind the neck. The other pupil holds his partner's ankles and keeps his heels in contact with the floor while counting each successful sit-up.

Action: 1. Sit up and turn the trunk to the left. Touch the right elbow to the left knee.

2. Return to starting position.

3. Sit up and turn the trunk to the right, touching the left elbow to the right knee.

4. Return to the starting position.

5. Pupil should do as many sit-ups as he can, but not exceed the number shown in the "Excellent" category for his age and sex.

6. One complete sit-up is counted each time the pupil returns to starting position.

Scoring: One point is given for each complete movement of touching elbow to knee. No score should be counted if the fingertips do not maintain contact behind the head, if knees are bent when the pupil lies on his back or when he begins to sit up, or if the pupil pushes up off the floor from an elbow. The maximum limit in terms of number of sit-ups shall be: 50 sit-ups for girls; 100 for boys.

Shuttle Run (Boys & Girls)

Equipment: Two blocks of wood, 2-by 2-by 4 inches (blackboard erasers may be used) and stopwatch. Mark two parallel lines 30 feet apart. Place the blocks of wood behind one of the lines.

Starting Position: Pupil stands behind the line opposite the blocks ready to run.

Action: On the signal, "Ready! Go!" the pupil runs to the blocks, picks up one, returns and places it behind the starting line. (He does not throw or drop it.) He then runs and picks up the second block and carries it back across the starting line.

Rules: 1. Allow two trials.

2. Disqualify any trial in which the block is dropped or thrown.

Scoring: Record the better of the two trials in seconds to the nearest 10th.

Fifty-Yard Dash (Boys & Girls)

Equipment: Stopwatch

Starting Position: Pupil stands behind the starting line. The starter takes a position at the finish line with a stopwatch. He raises one hand preparatory to giving the starting signal.

Action: When the starter brings his hand down quickly and hits his thigh, the pupil leaves mark. As the pupil crosses the finish line, the time is noted and recorded.

Rules: The score is the lapsed time between the starter's signal and the instant the pupil crosses the finish line.

Scoring: Record the time in seconds to the nearest 10th.

Standing Broad Jump (Boys & Girls)

Equipment: Any level surface and tape measure.

Starting Position: Pupil stands with the feet comfortably apart, with toes just behind the takeoff line. Preparatory to jumping, pupil should have knees flexed and should swing the arms backward and forward in a rhythmical motion.

Action: Jump, swinging arms forcefully forward and upward, taking off from the balls of the feet.

Rules: 1. Allow three trials.

2. Measure from the takeoff line to the heel or any part of the body that touches the surface nearest the takeoff line.

Scoring: Record best of three trials in feet and inches to the nearest inch.

Note: It may be convenient to anchor the tape measure to the surface at a right angle to the takeoff line and have the pupil jump along the tape. The scorer stands to the side with a stick, touches the stick to the point where the pupil lands, and observes the mark to the nearest inch.

Softball Throw for Distance (Boys & Girls)

Equipment: Softball (12 inches), tape measure, small metal or wooden stakes. Within the contestants' limitations, mark lines at five-yard intervals parallel to a restraining line. A football field marked in conventional fashion makes an ideal area for the start.

Starting Position: Pupil stands several feet behind the restraining line, ready to throw.

Action: Moving forward, the pupil throws the ball, overhand, from behind the restraining line, as far as he can.

Rules: 1. Only an overhand throw may be used.

2. Mark point where ball lands with one of the stakes.

3. Three throws are allowed.

4. Disqualify throw if pupil steps over restraining line.

Scoring: Measure and record the best of the three throws to the nearest foot.

600-Yard Run/Walk (Boys & Girls)

Equipment: Stopwatch, and running area with designated starting and finishing lines.

Starting Position: Pupil stands behind starting line.

Action: On the signal "Ready! Go!" the pupil starts running the 600-yard distance (walking only if necessary).

Rules: Walking is permitted, but the object is to cover the distance in the shortest possible time.

Scoring: Record the time in minutes and seconds.

Note: It is possible to test several pupils at the same time. Have the pupils pair off before the start of the test. One of the partners runs, while the other stands near the timer. The timer calls out the time continuously, until the runners have all crossed the finish line. Each pupil near the timer listens for, and remembers, his partner's time as the latter finishes.

PHYSICAL FITNESS TEST
ARKANSAS NEEDS ASSESSMENT PROJECT
DATA SHEET

SCHOOL_____ TEACHER_____

DATE COMPLETED_____

STUDENT NAME	Code	Pull-Ups or Arm Hang	Sit-Ups	Shuttle Run	Fifty-Yard Dash	Broad Jump	Softball Throw	600-Yard Run/Walk